

01 Writing Mechanics Copied from: English 1, Copied on: 11/15/23

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **Type Length of Unit**
Status: **Published**

General Overview, Course Description or Course Philosophy

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use parallel structure.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred

meaning in context or in a dictionary).

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that: Using proper writing mechanics makes the written word clearer.

CONTENT AREA STANDARDS

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| LA.L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.9-10.1.A | Use parallel structure. |
| LA.L.9-10.1.B | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| LA.L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.9-10.2.A | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. |
| LA.L.9-10.2.B | Use a colon to introduce a list or quotation. |
| LA.L.9-10.2.C | Spell correctly. |
| LA.L.9-10.3 | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. |
| LA.L.9-10.3.A | Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| LA.L.9-10.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. |
| LA.L.9-10.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| LA.L.9-10.4.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). |
| LA.L.9-10.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. |

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| LA.L.9-10.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| LA.L.9-10.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.L.9-10.5.A | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. |
| LA.L.9-10.5.B | Analyze nuances in the meaning of words with similar denotations. |
| LA.L.9-10.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Vocabulary Acquisition and Use

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- When to use a comma vs. a semicolon
- What parallel structure is
- What modifiers are and how to use them properly
- A subject must agree in number with its verb
- A pronoun must agree in gender and number with its antecedent
- The parts of a sentence

Procedural Knowledge

Students will be able to:

- Use commas and semicolons correctly
- Write using parallel structure
- Identify modifying words, phrases and clauses in sentences
- Make subjects agree with verbs

- Make pronouns agree with their antecedents

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| Write argument to support a claim |
| Analyze substantive topics or texts |
| Use valid reasoning |
| Use relevant and sufficient evidence |
| Write informative/explanatory texts to examine and convey complex ideas clearly and accurately |
| Introduce a relevant topic |
| Organize complex ideas, concepts, and information |
| Make connections and distinctions |
| Develop the topic with well-chosen, relevant, and sufficient facts |
| Use appropriate and varied transitions to link the major sections of the text |
| Use precise language to manage the complexity of the topic |
| Establish and maintain a style and tone appropriate to the audience and purpose while keeping correct conventions |
| Produce clear and coherent writing |
| Develop and organize writing according to task, purpose, and audience |
| Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach |
| Consult a style manual (such as MLA or APA Style) |
| Address what is most significant for a specific purpose and audience |
| Employ technology to produce and share writing |
| Use technology to link other information and to display information in different mediums |
| Determine the best way to answer a question or solve a problem by conducting short and more sustained research |
| Distinguish between multiple sources on the subject |
| Demonstrate understanding of the subject under investigation |
| Chart/Graph/Show/Use relevant information from multiple authoritative print and digital sources |
| Assess usefulness of different sources in answering question |
| Integrate information into text to maintain flow |
| Avoid plagiarism with text evidence |
| Follow MLA or APA citation rules |
| Draw evidence from literary text to support analysis, reflection, and research |
| Draw evidence from nonfiction information text to support analysis, reflection, and research |
| Write routinely over extended time frames for a range of tasks, purposes, and audiences |
| Write routinely over shorter time frames for a range of tasks, purposes, and audiences |

EVIDENCE OF LEARNING

Alternate Assessments

- Portfolio Assessments

- Teacher/Student Conferences
- Grammar Station Activities

Summative Assessments

Essay Samples

Tests

Quizzes

Formative Assessments

Daily Do Now Exercises

Journaling

Class Discussion

Benchmark Assessments

- iXL
- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

Warriner's English Grammar and Composition

Purdue Online Writing Lab

Please visit UBD form for more information.

INTERDISCIPLINARY CONNECTIONS

Technology / Multimedia

- Video case studies
- Audio / visual media analysis
- Researching biased writing
- Google
- Media Literacy
- Educational tech applications

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.